

California Reading First Plan

Exhibit XXI

A: Available LEA Internal Evaluation Tools			
Agency and Assessment	Description	Result Sought	Student Progress/ Comparability
LEA Unit Skill Assessments Summary by grade level, by school, and by LEA	<u>5th or 6th Unit Skills Assessments</u> : are used at the end of the academic year; measures skills taught in the adopted program; gauges student proficiency of content, skill components, and standards being taught; informs teacher on the effectiveness of the instructional delivery	Inform the teacher if students understand and are able to use the content and skills of a particular instructional chapter or unit: oral fluency, reading comprehension, vocabulary, spelling, language usage, and writing; also indicates student grade level progress.	Teachers, coaches, and principals monitor which students need additional assistance; offers grade level colleagues opportunities to discuss results and plan for the next unit; and keeps instruction focused on full implementation of the adopted, research-based instructional program. Results will be reported to the RICs-Technical Assistance Centers. Findings will be reported to the SEA.
LEA End-of-Year Assessments Summary by grade level, by school, and by LEA (Grades K-3)	<i>These assessments</i> are matched to key content standards and are given to all LEAs' schools (across adopted instructional programs).	This information will be another indicator of grade level reading status: progress for students, classrooms, and schools.	This item will help LEAs and participating schools monitor grade level progress for cohort student groups each year. Results will be reported to the RICs-Technical Assistance Centers who will report findings to SEA.
B: Available for Use by LEA for Ongoing Classroom-Based Assessments			
LEA Unit Skill Assessments, School-based , used bimonthly or when unit is completed in the adopted program (Grades 1-3) Please note: Monitoring & Assessment Log are routinely used K-only.	Site teachers use the <i>Unit Skill Assessments</i> every 6-8 weeks. These tests measure student achievement on material taught in the unit and indicate effectiveness of the instructional delivery for the student.	Unit results will be collected on each student for the teacher and principal (LEAs will provide website access to enter scores and print out a cumulative report on whether or not the student is meeting benchmarks for each test (6 correct answers out of a possible 10 questions).	Review and analysis of data on each student will signal student needs and will require attention of additional services or time for practice and review. This information will be used by grade level teams, principal, and coaches and may be requested by LEA.

California Reading First Plan

Exhibit XXI

C: Available State Annual Assessment Tools			
Agency and Assessment	Description	Result Sought	Student Progress/ Comparability
STATE California Standards Test (English-Language Arts) (Grades 2-3)	Part of the Standardized Testing and Reporting (STAR) program is a required, annual statewide assessment program for grades 2-11.	Results for individual students reported to parents. Results by schools are prepared by CDE, P&E Unit. Focus will be on reduction of number of students in the "below and far below basic" performance levels.	State will present data by performance level and compare previous year's data with the current year's data. The goal is for more students to move into the "basic" and "proficiency" performance levels. (Reported to USDE.)
STATE Norm-Reference Test: California Achievement Test (CTB/McGraw-Hill) (Grades 2-3)	For the last several years, California has used the SAT9 Norm - Reference Test for gauging and comparing student, school and state level performance. Next year, the state will utilize the CAT for national comparability scores and to determine the percentage of students at or above grade level.	California believes that the CAT is a valid and reliable assessment tool for the purpose of determining grade level performance of schools and districts. LEAs have the option to receive classroom teacher reports (at a cost to the LEA). Many LEAs get breakdowns by classroom in order to verify reduction in variability between classrooms at the same grade level.	The CAT provides the disaggregated information that is required by USDE. The contracted evaluator may do a study comparing non-Reading First schools that were eligible to participate with Reading First schools; and possibly even compare State Board adopted program A with program B to determine any significant differences in student achievement results.
STATE California English Language Development Test (CELDT) English Fluency Test (Grades 2-3)	This assessment attempts to determine proficiency levels of English fluency of English Language Learners.	This is a required test to determine how well LEAs support students' transition from a primary language other than English to English.	Based on the Language Census Report, LEAs are required to administer this test annually to English learners who have not passed the proficiency level required to be declared English Proficient. (May be used in report to USDE.)